


**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Promesa Public Schools		227824		
Vendor ID #	ESC Region #			DUNS #
26-1609474	13			015077978
Mailing address		City	State	ZIP Code
6002 Jain Lane		Austin	TX	78721-3304
Primary Contact				
First name	M.I.	Last name	Title	
Jaime		Huerta	Superintendent	
Telephone #	Email address		FAX #	
512-287-5050	jhuerta@eaprep.org		512-928-4410	
Secondary Contact				
First name	M.I.	Last name	Title	
Natalie		Ferris	Business Manager	
Telephone #	Email address		FAX #	
512-287-5050	nferris@eaprep.org		512-928-4410	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jaime		Huerta	Superintendent
Telephone #		Email address	FAX #
512-287-5050		jhuerta@eaprep.org	512-928-4410

Signature (blue ink preferred)

Date signed

April 27, 2018

Only the legally responsible party may sign this application.

701-18-111-066

Schedule #1—General Information

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227824

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	NOT APPLICABLE.			
Member Districts				
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Promesa Public Schools (Promesa LEA), a Charter System/LEA formerly named East Austin Academia, in partnership with the Boys & Girls Club and Southwest Key Programs, is proposing to implement the **Project CLASS (Children Learning through After School Success)** after school program. **Project CLASS** will provide highly engaging after-school and summer programs offering evidence-based academic supports and interventions and enrichment opportunities to students and their families, particularly to at-risk, low-income and English Language Learners. **Project Services:** EAPrep Elementary will serve as the **Project CLASS** Center and will serve **150 preK-5th grade students** in most need of academic assistance and **50** parents annually. During Fall 2018/Spring 2019, **Project CLASS** will operate for 30 weeks, 15 hours/week to provide after-school (Monday-Friday) instruction, academic assistance, enrichment, family and parental support, and college and career awareness activities. **Project CLASS** will also host a 6-week STEAM Summer Institute, providing engaging learning and enrichment activities Monday-Thursday for 4 hours/day (16 hours/week). Monthly Saturday Academies will engage students and parents in family literacy and socio-emotional learning. **Needs Assessment:** A comprehensive assessment was conducted to prioritize campuses most in need of 21st CCLC resources. The assessment was led by Promesa LEA's Superintendent, EAPrep Principal and Curriculum Specialist, ACE Project Director, and evaluator, and included the engagement of key community stakeholders and partners. This team will work collaboratively throughout the duration of the project, at no cost to the grant, to determine if and how the assessment process may need to be refined. **Need:** EAPrep Elementary serves 137 students in grades preK-5. Students served include: 84.2% Hispanic; 10.9% African-American; 99% Economically Disadvantaged; 35.6% At-Risk; and 25.7% Limited English Proficient. STAAR 2017 results indicate that EAPrep elementary students scored lower than their state peers in all but 2 cores subject areas (TAPR 2016-17). **Benefits:** Through **Project CLASS** students in most need of academic assistance will benefit from after school, weekend, and summer activities balanced across Texas 21st CCLC components. Activities will include: engaging evidence-based after school academic supports and enrichment activities; Saturday Academies; STEM learning; Socio-Emotional Learning (SEL); positive youth development; college and career awareness; and a STEAM Summer Institute. All activities will incorporate evidence-based curricula and academic interventions aligned with TEKS and STAAR and will reinforce students' regular academic program. **Alignment to Texas 21st CCLC Goals:** **Project CLASS** is designed to meet Texas 21st CCLC goals to assist students in meeting state and local academic achievement standards and to help students graduate ready for college and career. In alignment with Texas ACE objectives, **Project CLASS** will provide an accessible, engaging afterschool program which improves students' academic performance, school day attendance, positive behavior, promotion rates, and ultimately graduation rates. **Management Plan:** Promesa LEA will be the lead and fiscal agent of **Project CLASS** with support of partners Boys & Girls Club of Austin and Southwest Key Programs. East Austin College Prep (EAPrep) Elementary will serve as the **Project CLASS** Center site. Promesa LEA will maintain responsibility of administering and managing the grant and will ensure the program receives consistent, high-quality management and oversight throughout the grant period. Under the supervision of the Superintendent, the Project Director will coordinate and monitor all activities and ensure the project assists in meeting project goals. The Project Director will supervise the Family Engagement Specialist and will coordinate efforts with partners to ensure services are delivered as proposed. The Project Director will regularly communicate project status towards meeting program goals and objectives with the Superintendent, EAPrep principal and teachers, and gather feedback for program improvements. **Project Evaluation:** An independent evaluator will conduct a formative and summative evaluation to measure progress in defined areas. Evaluation processes follow those outlined in the Texas ACE Blueprint. Formative evaluation will focus on addressing whether or not project activities are being implemented as planned and whether the project is making progress toward achieving Texas ACE objectives. Summative evaluation will determine whether **Project CLASS** brings about positive impacts (reduction in youth disciplinary incidents, increased academic student performance, increased parental involvement, etc.) The evaluator will analyze data on a quarterly basis to assess program strengths and weaknesses, and recommend program modifications to enhance services, as needed. **Budget Development:** Promesa LEA developed the budget in accordance with 21st CCLC Program Guidelines and includes reasonable funding necessary to meet program objectives and student service targets. Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds. **Statutory Requirements:** Promesa LEA's application completely and accurately addresses all statutory requirements (Schedule #16) and TEA requirements (Schedule #17) as detailed in respective schedules. **Ongoing Commitment:** Promesa LEA, EAPrep, and partners are committed to ensuring the success of this initiative and the goals of the ACE program. Promesa LEA will coordinate federal, state, and local programs to make effective use of public resources. To sustain the project beyond the grant period, Promesa LEA will solicit partner support through in-kind resources while the development team will identify and secure external funding.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 227824			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$204,850	\$0	\$204,850
Schedule #8	Professional and Contracted Services (6200)	6200	\$66,979	\$0	\$66,979
Schedule #9	Supplies and Materials (6300)	6300	\$23,619	\$0	\$23,619
Schedule #10	Other Operating Costs (6400)	6400	\$20,800	\$0	\$20,800
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$316,248	\$0	\$316,248
Percentage% indirect costs (see note):			N/A	\$6,827	\$6,827
Grand total of budgeted costs (add all entries in each column):			\$316,248	\$6,827	\$323,075
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$323,075
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$16,154

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 227824		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor	3		\$24,840
Program Management and Administration			
4 Project director (required)	1		\$55,000
5 Site coordinator (required)	N/A – 1 site only		\$
6 Family engagement specialist (required)	1		\$40,000
7 Secretary/administrative assistant		1	\$16,800
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$136,640
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$27,240
25 6121	Support staff extra-duty pay		\$
26 6140	Employee benefits		\$40,970
27	Subtotal substitute, extra-duty, benefits costs		\$68,210
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$204,850

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227824		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Socio-Emotional Learning	\$3,400
2	Boys and Girls Club- Contracted for this full amount as a partner in daily programming	\$9,999
3	Health and Wellness – Capoeira, Kids Kitchen, Game on Sports, It's Time Texas to introduce students to healthy habit slike exercise and eating healthy	\$5,000
4	STEM (Science, Technology, Engineering, Math) – Bits, Bytes & Bots, Snapology, Austin Tinkering, Mad Science, Creative Brick Builders to introduce and engage students to STEM activities and careers	\$8,000
5	Fine Arts – Young Rembrandts, Hideout Theater, Leap of Joy, 4Reelz School of Film to introduce students to various art forms	\$5,000
6	Staff Professional Development	\$3,000
7	Transportation – Durham Bus Services – EAPrep does not have its own transportation services through the district. We contact Durham School Services to provide transportation across the district.	\$5,000
8	Staff Fingerprinting – FastPASS	\$500
9	Evaluations – Evaluation is required for grant administration.	\$3,000
10	Academic Support – Sylvan Learning	\$18,000
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$60,899
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$6,080
(Sum of lines a, b, and c) Grand total		\$66,979

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227824		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$23,619
Grand total:		\$23,619

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227824		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,456
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$4,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$7,456
	\$13,344	\$13344
Grand total:		\$20,800

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 227824			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan					
County-district number or vendor ID: 227824				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director/ Site Coordinator	*As a 1-site center, the Project Director will also take on Site Coordinator duties. Ms. Genesis Rios, has successfully overseen EAPrep's ACE Program for the past several years serving as the Project Director with Site Coordinator duties. Ten (10) years of experience operating after school and other programs for at-risk youth. Experience managing federal and state educational programs and ACE programs with budgets of this magnitude. Experience in program development and implementation, data reporting, fiscal management. Bachelors Degree in Education.			
2.	Family Engagement Specialist	Qualifications: Experience working in an educational, social service, or family support service setting; Providing child development or parenting skills training; Working with families to access resources; Knowledge of local community support resources. Minimum Associates Degree. Preferred Bachelors Degree in social service field. Bilingual preferred.			
3.	Administrative Assistant	Qualifications: Experience working in an educational, social service, or family support service setting; Entering data in TX21 st data system Minimum High School Diploma. Preferred Bachelors Degree. Bilingual preferred.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Increase student academic performance by providing academic supports	1.	Coordinate ACE academic supports with teachers.	08/20/2018	08/31/2018
		2.	ACE academic lessons and supports finalized.	08/20/2018	08/31/2018
		3.	Meet with partners to finalize enrichment activities.	08/01/2018	08/31/2018
		4.	Students at risk of failure or dropout identified.	08/01/2018	08/31/2018
		5.	ACE program starts. Begins providing academic supports, targeted tutoring, homework assistance.	09/04/2018	09/14/2018
2.	Improve student attendance by engaging students and parents in programming	1.	Implement extensive ACE marketing/outreach plan.	08/01/2018	08/31/2018
		2.	Finalize engaging enrichment programming.	08/01/2018	08/31/2018
		3.	ACE program starts. Begin enrichment programs.	09/04/2018	05/31/2019
		4.	Parent University established and meets regularly.	09/17/2018	05/31/2019
		5.	Start Saturday Academies, parents engaged.	09/22/2018	05/31/2019
3.	Improve student behavior by engaging students and parents in programming	1.	Socio-emotional Learning: Youth character and leadership skills development.	09/04/2018	05/31/2019
		2.	Socio-emotional Learning: Prevention programs.	09/04/2018	05/31/2019
		3.	Parent and youth communication skills training.	09/04/2018	05/31/2019
		4.	Parent University provides parent training.	09/17/2018	05/31/2019
		5.	Parent Engagement and Involvement at Saturday Academies	09/17/2018	05/31/2019
4.	Improve student promotion rates by providing academic supports	1.	Targeted evidence-based academic literacy support	09/04/2018	05/31/2019
		2.	STAAR-aligned tutoring and test preparation.	09/04/2018	05/31/2019
		3.	Enrichment activities that compliment school work.	09/04/2018	05/31/2019
		4.	College and career awareness activities provided.	09/04/2018	05/31/2019
		5.	Professional development for teachers.	09/04/2018	05/31/2019
5.	Improve student graduation rates through college/ career readiness	1.	Serve students most in need of academic support.	09/04/2018	05/31/2019
		2.	Students receive personalized instruction/tutoring.	09/04/2018	05/31/2019
		3.	College and career awareness and exploration	09/04/2018	05/31/2019
		4.	STEAM Summer Institute: STEAM learning	07/17/2019	07/26/2019
		5.	STEAM Summer Institute: Intro to STEAM careers	07/17/2019	07/26/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					
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Via telephone/fax/email (circle as appropriate)				By TEA staff person:	

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Promesa Public Schools (Promesa LEA), a Charter System/LEA formerly named East Austin Academia, in partnership with the Boys & Girls Club and Southwest Key Programs, is proying to implement **Project CLASS (Children Learning through After School Success)** – an engaging out-of-school program specifically designed to improve student academic achievement and support overall student development through daily after school academic support, enrichment activities, Saturday Academies, and a STEAM Summer Institute. Promesa LEA operates 2 campuses, EAPrep Elementary (preK-5) and EAPrep Secondary School (6-12), in an East Austin community plagued with extreme poverty, low educational attainment, high dropout rates, and minimal access to educational resources. During the development of **Project CLASS**, Promesa LEA conducted comprehensive community and campus needs assessments to identify the specific needs of students, families, and the community as well as to identify schools most in need of out-of-school time services. **REVIEW OF DATA:** Multiple objective data sets, including charter and campus level data and student academic achievement, were reviewed including: annual state standardized test scores (STAAR-EOC), Texas Education Agency (TEA) 2016-17 district and campus Texas Academic Performance Reports (TAPR), district and campus improvement plans, school performance reports, and EAPrep student, parent, and educator surveys. Focus groups were held with students, parents, and EAPrep administrators and teachers to solicit input. **Project CLASS'** design addresses TEA Program Guidelines, statutory and TEA requirements, and performance measures. The project design was informed by the review of all objective data, principles of effectiveness, research in effective after school programs, and Texas ACE Blueprint. **DISTRICT ASSESSMENT:** A comprehensive community needs assessment was conducted to determine the need for after-school centers, to identify meaningful activity types, to locate community resources, and identify gaps in services. Through this process, multiple notable gaps and weaknesses were identified related to the school's infrastructure, resources, practices, instruction, and support mechanisms that led to the design of **Project CLASS**. Promesa LEA serves 669 students in grades preK – 12 through its 2 campuses (EAPrep Elementary and EAPrep Secondary), a majority of which are at-risk, economically disadvantaged, and predominantly minority students. The charter's student population includes: 86.7% Hispanic; 10% African-American; 88.2% Economically Disadvantaged; 65.5% At-Risk; and 25.7% Limited English Proficient (TEA TAPR 2016-17 District Profile). **CAMPUS ASSESSMENT:** EAPrep Elementary currently serves 137 students in grades preK-5 including: 84.2% Hispanic; 10.9% African-American; 99% Economically Disadvantaged; 35.6% At-Risk; and 25.7% Limited English Proficient (TEA TAPR 2016-17 Campus Profile). According to the TAPR 2016-17 Campus Profile, STAAR 2017 results indicate that EAPrep elementary students scored lower than their state peers in all but 2 cores subject areas. For Approaches Grade Level or Above: EAPrep elementary students scored below state peers in the following areas: ► Grade 3 Reading (64% EAPrep vs 73% TX); ► Grade 4 Math (65% EAPrep vs 76% TX); ► Grade 4 Writing (57% EAPrep vs 65% TX); ► Grade 5 Reading (68% EAPrep vs 82% TX); ► Grade 5 Math (EAPrep 83% vs 87% TX); ► Grade 5 Science (66% EAPrep vs 74% Science). Serving a student population with a multitude of risks and challenges, there is an urgent need to provide students out-of-school programming that their academic performance, behavior, advancement, and ultimately graduation rates. Based on findings of all objective data sets, Promesa LEA will implement **Project CLASS at EAPrep Elementary**. **NEEDS OF WORKING FAMILIES:** As part of the community assessment, EAPrep conducted student and parent surveys (Spring 2018) to incorporate student and parent voice as well as to determine needs of working families and students. Parent Surveys demonstrated a high need for engaging after-school programs (97%), academic supports for students (95%), enrichment activities (91%), and parent involvement and skills-building programs to support their child's education (74%). Results from the parent study indicated that parents would like opportunities to learn: more about what their child is doing in school; how to help their children with their academic studies; and how to appropriately prepare their child for success in college and career. Student Surveys showed interests in afterschool programs providing homework assistance (77%), arts, dance, and music (87%), and athletic and recreational programs (92%). **COMMUNITY RESOURCES:** An assessment of available community resources was conducted via asset mapping to prioritize pressing needs; avoid duplication of similar services; and to leverage and maximize community resources. Asset mapping found only one other after school program in this area, with a rolling fee for student enrollment. Resources that can be leveraged to maximize this ACE Program are extensive and include: partner Southwest Key Programs' Centro de Familia (Family Center) 30,000 sq.ft. state-of-the-art community center which includes access to an outdoor amphitheater, community meeting rooms, playgrounds, basketball courts, and a walking trail. The site is also home to Boys & Girls Club, AMD Technology Center, adult education, and GED/ESL classes – all accessible to EAPrep students, families, and the community. **The community was also given a notice of our intent to apply.**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Planned Partnership: Promesa LEA and EAPrep, in partnership with the Boys & Girls Club and Southwest Key Programs, Inc. (Southwest Key), are proposing to implement **Project CLASS** at EAPrep Elementary. **Project CLASS** is an engaging after school program designed to meet Texas ACE objectives to improve: • Academic performance; • School day attendance; • Positive behavior; • Grade promotion rates; and ultimately • Graduation rates. To meet the multitude of needs, gaps in services, and at-risk factors identified in its extensive and comprehensive community and charter needs assessment, EAPrep administrators explicitly sought out partnerships with diverse organizations from throughout the community that could: ► Expand the charter's capacity to successfully implement Project CLASS and achieve program goals; ► Increase the scope and quality of services provided; and ► Increase likelihood of sustainability. After an extensive search to identify key partners that add value and demonstrate an expansion in the charter's service delivery capacity, EAPrep formed a unique planned partnership with the Boys & Girls Club and Southwest Key Programs (***Partner Letters attached**). The Boys & Girls Club is Austin's leading youth developing agency, devoted to providing hope and opportunity to all kids, especially those most in need. Southwest Key is the 4th largest Hispanic led non-profit organization in the U.S. As a youth and family serving organization, Southwest Key's mission is "Opening doors to opportunity so individuals can achieve their dreams". Southwest Key's headquarters is home to El Centro de Familia (Family Center) through which a multitude of youth and family supports and resources are made available to this impoverished community. Both the Boys & Girls Club and Southwest Key will fully assist with the successful implementation and scalability of the 21st CCLC program.

Contributions Toward Achieving State Objectives: The Boys & Girls Club and Southwest Key will assist EAPrep with the successful implementation of **Project CLASS** including project development, provision of services, evaluation of program effectiveness, and on-going sustainability efforts. Collectively, all three organizations strategically developed **Project CLASS** activities and services to achieve the statewide program's measures of effectiveness and Texas ACE objectives. **Project CLASS** offers opportunities beyond the regular school day for students to participate in academic assistance, college and career readiness, family and parental support services, and enrichment activities. As described in their **letters of partnership** (attached), both the Boys & Girls Club and Southwest Key are: • committed to sustaining the program over time, • will actively participate in program planning, development, and implementation, and • will have a pivotal role in delivering academic strategies and enrichment services required to increase the academic performance of students and meet or exceed statewide ACE program objectives. Southwest Key has also agreed to offer use of its 30,000 sq.ft. community center, El Centro de Familia (Family Center) at no cost to the grant. All partners will contribute to improving academic achievement through the provision of academic enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing the regular academic program of participating students. Both partners will support the design and delivery of **Project CLASS'** wide range of academic and enrichment opportunities including engaging STEM-based and socio-emotional learning (SEL), behavioral and social skills development, youth development and leadership training, and college and career awareness. All partners will also contribute towards meeting TEA's Critical Success Factors for ACE including: • Students' and families' active participation and engagement in learning; • Students' and families increased sense of involvement in school; • Implementation of strategies learned through training; and • Use of assessment data to revise/evaluate student services.

Sustaining the Program: Immediately upon contract award, all partners, supported by the Project Class Advisory Council (PCAC), will initiate strategic planning for ongoing sustainability including: • establishing collaborative relationships with community partners to support programming; • identifying corporate, foundation, and government grant funding opportunities; and • securing in-kind resources/services from supporting providers to sustain activities. Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds. **Supporting Organizations:**

Project CLASS will also collaborate with the following local organizations in service delivery: • Sylvan Learning Center: academic support; • Capoeira, Kids Kitchen, Game on Sports, It's Time Texas: Health and Wellness, Nutrition, Fitness, Dance; • Bits, Bytes & Bots, Snapology, Austin Thinkery, Mad Science, Creative Brick Builders: STEM activities; • Young Rembrandts, Hideout Theater, Leap of Joy, 4Reelz School of Film: Fine Arts programming. These partners deliver engaging academic, STEM based learning, socio-emotional learning, behavioral and social skills development, youth development/leadership training, and enrichment programs and will support **Project CLASS** efforts to increase academic achievement levels of target students while improving their behavior, attendance, promotion, and graduation rates.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Promesa Public Schools (Promesa LEA), a Charter System/LEA formerly named East Austin Academia, operates 2 campuses, EAPrep Elementary (preK-5) and EAPrep Secondary School (6-12), in an extremely impoverished community in Austin's east side. This community is consumed with extreme poverty, low educational attainment, high dropout, and minimal access to educational resources. Promesa LEA currently serves 669 students in grades preK – 12. The charter's predominantly minority student population includes: 86.7% Hispanic; 10% African-American; 88.2% Economically Disadvantaged; 65.5% At-Risk; and 25.7% Limited English Proficient (TEA TAPR 2016-17 District Profile). Serving a student population with a multitude of risks and challenges, there is an urgent need to provide students out-of-school programming that impacts their academic performance, behavior, advancement, and ultimately graduation rates.

Project CLASS will provide comprehensive and highly engaging after-school and summer programs offering evidence-based academic supports and interventions and enrichment opportunities to students and their families, particularly to at-risk, low-income and English Language Learners. All services complement students' regular academic programs and will occur during non-school hours, beyond the regular school day. Activities are aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing the regular academic program of participating students. **Project CLASS** will provide: 1) targeted evidence-based academic interventions, enrichment, tutoring, and homework support to students identified in most need of academic assistance; 2) engaging, interactive enrichment activities; 3) Saturday Academies which provide opportunities for parent/student engagement and learning; and a 4) STEAM Summer Institute to minimize summer learning loss and support learning in Science, Technology, Arts, Math and other core subjects (Reading, Writing, Social Studies.).

Impact Performance: In summarizing 10 years of research on afterschool programs, the Harvard Family Research Project determined that afterschool programs can have an impact on academic achievement (Little, Wimer, & Weiss, 2008).

Project CLASS activities to improve student achievement levels will include evidence-based remedial education activities and academic enrichment learning programs including providing additional assistance to allow students the opportunity to improve their academic proficiencies in core subjects. This will be achieved through: project-based enrichment activities that complement school work; targeted tutoring services and remediation support; literacy and numeracy development; homework assistance; and STAAR test preparation. This approach will rely upon innovative teaching strategies and technology-based and hands-on activities aligned with students' academic needs and interests. Students requiring additional assistance will receive individual or small group tutoring directly aligned with classroom instruction.

Improve Attendance: Research shows that student participation in 21st CCLC programs is consistently associated with a positive, statistically significant relationships in greater attendance and improvement in student motivation (Naftzger, N., et. al., 2013). **Project CLASS** will improve attendance by providing highly engaging, interactive activities that encourage student learning and build their self-esteem including: • Socio-emotional learning (SEL) activities to strengthen leadership skills, character, creative expression, civic engagement, etc.; • Health, wellness, and physical fitness activities; • Project-based enrichment activities which enhance students' team-building, critical thinking, and problem solving skills.

Decrease Discipline Referrals: Research and evaluation studies have shown that participation in afterschool programs during high risk times (3:00 pm – 6:00 pm) help decrease youths' exposure to and involvement in risky and maladaptive behaviors (Ward, C. et.al., 2015). As such, **Project CLASS** will strategically provide Socio-Emotional Learning (SEL) opportunities and enrichment activities that promote healthy decisions and lifestyles including: • bullying/violence prevention programs • character and youth leadership development; • physical fitness and wellness activities, • arts (dance, theatre, visuals arts), and • computer literacy. Activities will help students build skill sets and strengthen their leadership skills, character, creative expression, civic engagement, etc. Additional services include: • Parent engagement, outreach, and skills training to support positive parent/youth communication support; • Activities for students and parents that build literacy, self-esteem, and self-confidence; and • Service learning to teach students and families civic obligations.

Promote Academic Advancement: **Project CLASS** will offer: • Systematic assessment strategies, diagnostic and post-testing, behavior management, frequent monitoring, and create student support teams; • Differentiated instruction and Individual Education Plans; • Classroom/STAAR-aligned tutoring and homework assistance; • Innovative learning strategies that actively prepare students for real-world applications; and • Professional development for educators on instructional strategies and techniques that more actively engage students in the learning process.

Improve Graduation Rates and Career Competencies: While **Project CLASS** serves elementary aged students, services will include college and career awareness by exposing students and parents to college and engaging careers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research/Evidence-based Practices: Project CLASS was intentionally designed utilizing research that validates afterschool programs enhance students' academic performance, achievement and youth development. Research demonstrates that students who participate in targeted, structured after-school academic programs demonstrate an increased knowledge in core academic competencies and performance (Shernoff, D., 2010). A longitudinal study found that regular student participation in 21st CCLC programs was consistently associated with higher state assessment scores in reading and math. The study also found a positive, statistically significant relationship between greater attendance and improvement in student motivation, attentiveness, and prosocial behaviors (Naftzger, N., Nistler, M., Manzeske, et. al., 2013). Research also supports afterschool programs' impact on the social and emotional growth of students to positively influence their personal development. A meta-analysis by the Collaborative for Academic, Social and Emotional Learning reviewing 75 studies of 68 afterschool programs found that children participating in the programs saw a significant improvement in their perceptions of themselves, improved positive social behavior and a decrease in problem behaviors (Durlak, J.A., et. al., 2010). **Project CLASS builds upon these findings** through the following proven-effective supports.

Enhancing Academic Performance: Project CLASS has been strategically designed to utilize research findings, evidence, and best practices to provide educational and enrichment activities that complement and enhance academic performance, achievement, college and career readiness, and positive youth development of participating students. To ensure students are mastering TEKS and STAAR core academic concepts, **Project CLASS** complements daily learning and academic instruction with targeted extended day learning opportunities. The center will offer after school learning supports and intervention activities for students three hours per day, Monday – Friday. Extended learning will be tightly aligned with the school day in the form of targeted tutoring and homework assistance provided by highly qualified tutors and off-duty teachers. Enriched learning will be more flexibly aligned with the school day and take many forms including project-based learning and hands-on experiential activities. Activities to improve student achievement levels will include remedial education activities and age and developmentally appropriate academic enrichment learning programs to support students to improve academic achievement through: • project-based enrichment activities; • tutoring and homework assistance; • targeted literacy, numeracy, and study skills development; and • STAAR-EOC test preparation. This approach will rely upon innovative teaching strategies as well as technology-based, hands-on activities aligned with students' interests. Students needing additional assistance will receive individual or small group tutoring that will be directly aligned with classroom instruction. Research further demonstrates that students with high parental involvement in their academic careers overall demonstrate significant higher grade point averages and mastery of basic skills (Topper, D., et al, 2011). To engage parents in student learning, **Project CLASS** will host Saturday Academies one Saturday per month (2-4 hours) for students and families throughout the Fall and Spring semesters. Activities will include family literacy, parenting skills, parent/child communication skills, computer literacy, financial literacy, etc. Parents will be engaged to participate with their kids in service learning projects and social-emotional learning through which youth will gain self-esteem, leadership and team-building skills, and learn civic responsibility. Parents will be encouraged to participate in EAPrep's Parent University, led and operated by parents, which provides parents a wide array of opportunities to become actively involved in their child's education. Parent University provides recommendations and feedback on **Project CLASS** activities and programming. **STEAM Summer Institute:** Supported by evidence which demonstrates that summers spent without learning significantly contributes to the underachievement of students (Smink, J., 2011), **Project CLASS** will host a 6-week Summer Institute to support learning in STEAM and all core content subjects. The Institute will utilize methods of effective/ promising programs (experiential learning techniques, field based instruction) to engage students in STEAM learning, educational field trips, Socio-Emotional Learning, STAAR-EOC preparation, and targeted tutoring. **Positive Youth Development:** In alignment with research validating positive and statistically significant relationships between improvement in student self-perception, motivation, attentiveness, and pro-social behaviors (Naftzger, N., et. al., 2011), **Project CLASS** will include a wide array of Socio-Emotional Learning (SEL) including: • bullying/violence prevention programs and • character/youth leadership development. Enrichment activities through • project based learning, • physical fitness, wellness activities, • arts (dance, theatre, visuals arts), and • computer literacy will help students build skill sets and strengthen their leadership skills, character, creative expression, civic engagement, etc. **College and Career Awareness** will expose students to colleges, increase their awareness of the importance of attending college, and engage them in pursuing a post-secondary education. Career awareness will include exposure to high demand careers (including STEM), career search, project-based learning in STEM fields (robotics, etc.) and professional presentations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Project CLASS Program Activities: EAPrep Elementary will serve as the Project CLASS Center and will serve 150 preK-5th grade students and 50 parents at no cost to participants. Project CLASS will provide comprehensive and highly engaging after-school and summer programs offering evidence-based academic supports and interventions and enrichment opportunities to students and their families, particularly to at-risk, low-income and English Language Learners. All services complement students' regular academic programs and will occur during non-school hours, beyond the regular school day. Center-level activities will be 45 consecutive minutes (minimum) and planned for each hour of center operation.

Activities to Improve Student Achievement: Project CLASS activities are designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing the regular academic program of participating students. To ensure the academic success of participating students and support their academic achievement, Project CLASS is aligned with the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). The ACE center will be equipped with after-school services that will close achievement gaps, improve student achievement and create an educational structure that supports all learners to improve academic performance, promotion rates, and ultimately graduation rates, creating a generation of college and workforce ready students. Activities to improve student academic achievement consist of educational intervention activities to close any gaps in learning and academic enrichment learning programs including targeted, TEKS aligned, evidence-based academic interventions and prescriptive tutoring afterschool to the students identified in most need of academic support. Additional activities to improve student learning include: • project-based enrichment activities; • literacy and numeracy development; • homework assistance; • study skills development; credit recovery/retrieval; and • STAAR-EOC test prep. This approach will rely upon innovative teaching strategies, as well as technology-based, hands-on activities aligned with students' interests. Students needing additional assistance will receive prescriptive individual or small group tutoring.

Daily After School Activities: During the 2018-2019 school year (fall/spring), ACE services will be implemented for 3 hours per day, Monday – Friday (15 hours/week) for 30 weeks. The program will not operate during school holidays, the Winter Break, or Spring Break. Project CLASS' all-inclusive out-of-school program will offer a wide array of supplemental academic, artistic, and enrichment opportunities to EAPrep students and their families, particularly those identified as at risk or in need of academic assistance. Activities are aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic program. Activities will engage students in active learning through innovative, evidence-based instructional techniques, academic supports, and behavioral interventions. To support overall student academic achievement, including students' benchmark, STAAR scores, and grades in core subjects, the ACE Program will provide developmentally appropriate: 1) targeted, TEKS aligned, evidence-based academic interventions, enrichment, tutoring, homework support, and credit recovery to students identified in most need of academic assistance; 2) theme-based literacy and numeracy instructional units; 3) STAAR-EOC preparation, and standardized test preparation; 4) enrichment activities such as: • project based learning, • educational field trips • physical fitness, wellness activities, • arts (dance, theatre, visuals arts), and • computer literacy, etc.; 5) Socio-Emotional Learning (SEL) including: • bullying and violence prevention programs, • character and youth leadership development; and 6) college and career awareness activities (older students).

Saturday Academies (Students & Families): To engage and involve parents in student learning, EAPrep and Project CLASS will host Saturday Academies for students and families once per month (2-4) hours throughout the Fall and Spring semesters. Activities will include family literacy, parenting skills, parent/child communication skills, computer literacy, financial literacy, etc. Parents will be engaged to participate with their kids in service learning projects and social-emotional learning through which youth will gain self-esteem, leadership and team-building skills, and learn civic responsibility.

STEAM Summer Institute: Each summer Project CLASS will operate an engaging STEAM (Science, Technology, Engineering, Arts, Math) Summer Institute which will operate for 6 weeks, (4 hours/day, Monday-Thursday) STEAM labs will include Water Lab, Ecosystems, Living Systems, Health, Geology, Digital Storytelling, Robotics, and STEM Career Awareness. Students will be placed in grade level groupings for instruction and participation in activities, projects, lessons and labs aligned to the overall educational theme being studied. STEAM summer learning lessons will be developed by seasoned educators to align directly with the TEKS standards that students are required to master within the traditional school year. To support student learning, educational lessons and instruction is provided by certified teachers specifically trained in STEAM instruction. Daily activities also include physical recreation, arts and crafts, dance, and cultural activities. The Institute will include weekly educational field trips to natural science centers, museums, observatories, aquariums, etc.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

EAPrep, the Boys & Girls Club of Austin, and Southwest Key Programs, are committed to supporting the success of **Project CLASS** and participating students, parents, and families. As a charter LEA, EAPrep is well adept at recruiting eligible students to enroll in its charter schools as well as participate in the multitude of support programs made available to them. To make the best use of outreach efforts, immediately upon award of contract, **Project CLASS** staff will recruit key stakeholders to form a **Project CLASS Marketing Team** (Marketing Team) that will include, but is not limited to: teachers, educators, staff, parents, businesses, communication staff, and community and government leaders. The Marketing Team, with the support of key partners and service providers, will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the program throughout East Austin.

Outreach and Marketing Plan: Outreach information will be disseminated throughout East Austin communities through a multitude of measures to ensure that it is easily accessible by local students, parents, and families. To initiate this extensive plan, the Marketing Team, **Project CLASS** Project Director, Family Education Specialist, key partners, and service providers will support outreach and marketing efforts to ensure local residents are fully aware of community learning centers, educational opportunities, location, schedules, and campus contacts. **Project CLASS** staff will work closely with school administrators and staff at participating center/campus, key partners, supporting providers, local community and faith-based organizations, and other youth-serving entities to disseminate program information and implement an extensive marketing/community outreach initiative including:

- Promoting program through EAPrep's websites, social media (Facebook, Twitter, etc.) and its ACE Program webpage and partners' and service providers' websites and social media pages;
- Creating and distributing informational flyers, brochures, and charter newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community;
- Distribution of flyers and posting of large informational signs throughout local neighborhoods and communities;
- Public service announcements and press releases and posting of information in local newspapers; and
- Announcements and presentations at EAPrep new student/parent orientation, quarterly School Board meetings, and PTSA meetings.

Project CLASS will also include Texas Ace Blueprint strategies for outreach including: regular communications to principals, school day staff, partners, Board members; regular community networking; using the ACE Promo Center and other outreach materials that TEA provides for Grantee use; and sharing ACE program successes and evaluation results at school and community meetings. To ensure that all outreach efforts are understandable, accessible, and transparent, all marketing information (written, verbal, and electronic) will be available in both English and Spanish. Further, the Texas ACE® logo will be included in all outreach/communication materials in compliance with Texas ACE® branding guidelines.

The Project Director and Family Engagement Specialist will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTSA and Parent University meetings, Back to School Nights, student assemblies, in-school announcements, and all staff meetings. The following service providers have also agreed to actively disseminate information about **Project CLASS** to their clients and participants: • Leap of Joy, • Capoeira, • Kids Kitchen, • Game on Sports, • Austin Thinkery, • Young Rembrandts, and • 4Reelz School of Film. The **Project CLASS** Project Director will set-up informational displays and posters at EAPrep elementary and throughout Southwest Key's Family Center, local community events, recreation centers, parks, and community organizations which attract EAPrep students and working families.

To supplement outreach and recruitment efforts, EAPrep will also air public radio announcements throughout the school year through public service radio announcements in both English and Spanish. Additionally, EAPrep will host recruitment drives at EAPrep throughout the school year, once per semester at minimum, to further engage and recruit eligible students for participation. Finally, EAPrep will recruit active students to personally get involved in outreach efforts by speaking at school and local community groups and coordinating information and access fairs to overall promote the community learning center. All materials will be in easy-to-read language (English and Spanish) and will outline the specific steps of the enrollment process, location, and contact person to ensure all students and parents have equal access to center information. Upon program commencement, the program will regularly communicate program information to **Project CLASS** student and parent participants, key partners, and supporting providers through: EAPrep's website and social media; Weekly/monthly distribution of e-newsletters; and quarterly and annual reports to EAPrep's School Board.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation Needs of Participating Students: EAPrep and partners are proposing to implement **Project CLASS** at EAPrep's Elementary campus located at 6002 Jain Lane in Austin, Texas. To most effectively serve underprivileged, at-risk, minority children, youth, and families, EAPrep is intentionally located in the heart of one of the most impoverished communities in Austin. The campus is strategically and intentionally located in this inner-city community so that EAPrep is able to reach and serve youth and families most in need of academic and educational supports. As such, this campus is within walking distance or a drive from the homes of most students. A majority of EAPrep students either walk to and from school or have family members/friends who provide them rides to school. Approximately 10% of EAPrep elementary students ride a charter-provided school bus to and from school.

Transporting Students from Center Back Home: Students participating in the ACE program will be directly dismissed from their school day to **Project CLASS** located on their home campus. As such, students will not require transportation to the center immediately after school. **Project CLASS** staff will work with school day staff to establish a protocol to ensure a smooth and safe transition at dismissal. Students are required to sign-in and sign-out of each activity in order for accurate attendance to be maintained by **Project CLASS** staff. Once daily after school programming ends, students will have the option of securing their own transportation or utilizing school bus transportation from the Center back home. Bus transportation will be available and provided by EAPrep through subcontractor Durham Transportation. **Project CLASS** will obtain the necessary parental consent that includes the selection of transportation for their children. Bus transportation will be available at the end (7:00 pm) of daily afterschool activities (Monday – Friday) as well as during summer programming. Due to the extent of the day and age requirements, PreK and Kindergarten students must be picked up by an authorized adult by 4:30 pm. As part of its operations management, and in alignment with the Texas ACE Blueprint, transportation program logistics will include bussing schedules and signed parent permission forms which will be maintained by **Project CLASS**.

Student Travel to and from Project CLASS Off-Site Activities:

As a part of **Project CLASS**, EAPrep buses will provide transportation services for all participating students of both after-school and summer enrichment activities. EAPrep will also provide daily busing of students after all project activities, including off-site community service project activities or educational field trips. Further, during activities located in areas other than the home center site (i.e. TEA approved educational field trips, etc.), EAPrep will provide transportation from the location back to the home center site. Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio.

Transportation Guidelines and Policies: **Project CLASS** will follow EAPrep transportation guidelines, policies, and procedures in the safe and timely transporting of students. EAPrep is committed to providing safe, reliable and professional transportation services for its students according to the parameters set forth by the charter's policy and in adherence to applicable State and Federal Laws. Emergency protocols for any unanticipated transportation incidents will be implemented at each center in accordance with approved emergency policies and procedures of EAPrep.

Pick Up Time Policy and Notification: Bus route stop times are scheduled as accurately as possible, and drivers are instructed to arrive safely at each stop at the designated time. Due to possible variances between individual clocks, students are asked to arrive at the bus stop 5 minutes prior to the scheduled arrival time. Drivers will depart the bus stop when students are safely seated. In order to maintain the schedule and arrive at school on time, Drivers cannot wait for late students. Once **Project CLASS** programming has ended for the day, all buses will wait until 7:00 pm for students to board. Students are expected to proceed immediately to the buses. Once school officials release the buses from school, drivers are instructed not to stop or open the door for late students. If students run after moving buses, expecting a bus stop, it creates a safety hazard due to the students being too close to moving bus wheels.

Before the beginning of each school year, Transportation notification letters will be mailed to the parents or guardians of all students currently eligible for school bus transportation at EAPrep. Students who may be eligible for transportation by the Residence Address as recorded in the Charter Student Data system, but who do not have a stop assignment, will receive a letter informing them to call EAPrep to request school bus transportation, if needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep values the knowledge, experiences, and support that volunteers can bring to **Project CLASS** and embraces individuals of all races, ethnicities, and ages (as appropriate) to serve as volunteers to its schools and communities. As such, EAPrep actively seeks the support of appropriately qualified volunteers who will support the charter's mission "*To inspire students to have college aspirations along with the academic skills and work ethic necessary to succeed.*"

Screening and Placing Volunteers: EAPrep understands that the use of volunteers is encouraged and can help provide students with an adult advocate, which is emphasized in best practice research on out-of-school time as well as a critical success factor for Texas ACE. As such, EAPrep will execute safe, structured volunteer programs. As delineated in the Texas ACE Blueprint, and in accordance with Senate Bill 9, all volunteers who will have direct interaction with children and youth in the program must be fingerprinted and undergo a criminal background check in order to ensure the ongoing safety of all children served. EAPrep will refer to charter agency policies regarding fingerprinting procedures. EAPrep implements several volunteer programs to support its array of student, parent, and community programming. Interested individuals will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support in volunteer opportunities.

EAPrep Parent University: In preparation of **Project CLASS**, EAPrep received exceptional support from parents and the local community that have and will continue to fully support this after-school initiative. EAPrep proudly implements **Parent University**, an innovative parent education program designed to benefit children and families from traditionally low-performing student populations. The vision of Parent University is to develop a learning environment for parents so they can have a greater impact on their child's education. Decades of evidence-based research demonstrate that involving families and the community contributes to children's academic and social success. According to the Child Trends Data Bank, Parental Involvement in Schools Report (2013), students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. As such, **Project CLASS** will actively seek individuals from EAPrep's Parent University to support a wide array of program activities and events. Volunteer opportunities will include, but not be limited to: • mentoring and tutoring students; • serving as chaperones on field trips; • assisting with the conceptualization, organization, and implementation of community service learning projects and social-emotional learning activities; • helping with STEAM Summer Institute activities; • providing support during recreational events and after school celebrations; and • providing engaging informational college and career readiness presentations to older students. Parent University volunteers will also be recruited to support parent engagement and involvement. Volunteers will also provide peer-to-peer skills training and may include: • parent/youth communication; • advice on accessing community resources for their child and family; and • how to increase involvement in your child's learning; and • skills building in effectively supporting student learning at home.

Senior Volunteers: Growing evidence demonstrates that older adults excel as mentors and tutors. Research shows that to make a difference in young lives, the key factors are patience, taking the time to listen to children while avoiding the impulse to offer quick solutions, and the capacity to show up consistently – virtues often displayed by senior individuals (Aging Networks Volunteer Collaborative, "*Because We're Stronger Together: Intergenerational Programs Engaging Youth in Service to Older Adults*", 2013). Additionally, many of EAPrep's students are being raised by their grandparents and have valuable input and feedback regarding their grandchildren's education. As such, **Project CLASS** will readily welcome and solicit the volunteer support of senior individuals. **Project CLASS** will train qualified senior individuals to be effective volunteers during afterschool activities with both students and parents. EAPrep and collaborating partners will recruit senior volunteers from a wide range of organizations such as the Retired Teachers Associations, Lions Club members, church volunteers, and current volunteers who provide services at EAPrep or through partner organizations. Senior volunteers will be trained in evidence-based after-school support strategies. Senior volunteer activities may include, but are not limited to: student tutoring and homework; storytelling and reading support; student writing projects; and the coordination of enrichment activities, family engagement events, and the STEAM Summer Institute. Senior volunteers may serve as chaperones during field trips and may assist staff in the transition of students from school to **Project CLASS** during afterschool hours. Interested senior volunteers may also assist with fundraising and development activities such as mail-outs, staffing and coordination assistance during philanthropic events and donor drives, and community outreach and marketing of **Project CLASS**.

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Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Preliminary Plan for Center Sustainability: EAPrep understands the importance of sustaining effective and much needed programs – particularly when the programs directly affect the success and futures of the children in this impoverished community. EAPrep, Boys & Girls Club, and Southwest Key Programs initiated plans of ACE program sustainability during program planning and will immediately execute these plans upon contract award. To ensure **Project CLASS** continues after funding ends, this partnership will implement the following sustainability strategies: ► Create a marketing and fundraising campaign through which **Project CLASS** successes will be highlighted and disseminated through various media outlets to attract potential funders; ► Host philanthropic engagement events and **Project CLASS** open houses to showcase the program and solicit future funding from both individual, corporate, and foundation donors; ► Engage partnering service providers to contribute and pool resources to financially support **Project CLASS**. Finally, national non-profit Southwest Key Programs, a key partner in this initiative, will include EAPrep and **Project CLASS** as an eligible 'funding area' in their employee giving campaign. EAPrep will also utilize the Texas ACE Blueprint as a resource for sustainability planning and will utilize TEA training resources to supplement sustainability efforts.

Addressing Local Needs and Resources to Achieve Sustainability: EAPrep and partners will work with service providers and community stakeholders to develop sustainability plans that address unique local needs, consider local resources, and demonstrate how **Project CLASS** will achieve sustainability. EAPrep will ensure that community needs continuously drive this program and that the community is aware of program benefits and contributions to students and local residents in this area. Parents, business representatives, service providers, and residents will also be invited to participate in the **Project CLASS Advisory Council (PCAC)** to provide continuous feedback and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase program quality and visibility.

External Funding Support: EAPrep's Development Team is well adept at raising millions of dollars to sustain its worthwhile and much needed schools and educational programs and will commence extensive efforts to identify and secure grant funding from federal, state, and private resources, foundations, and corporations that can be utilized to support **Project CLASS** services when grant funding ends. The Development Team will also execute a donor engagement campaign identifying potential supporters including representatives from local businesses, foundations, and community organizations and hosting tours where visitors can observe ongoing activities, learning, and engagement taking place.

Board and Leadership Endorsement: **Project CLASS** is unanimously endorsed by EAPrep's Board of Trustees and top leadership including its Superintendent and Principal, as validated by attached **Board letters of commitment** to program sustainability. As such, campus leadership and educators will provide guidance and support time at no-cost to the program.

Building Systemic Infrastructure of Expanded Learning Opportunities: EAPrep has successfully operated a Cycle 8 ACE Program for the past 5 years and, has concurrently operated a Cycle 9 ACE Program at its secondary campus for the past 2 years. As such, EAPrep has already established a strong organizational base and systemic infrastructure for **Project CLASS** including policies, procedures, systems, and schedules. Further, **Project CLASS** will be housed at EAPrep's Elementary campus (at no cost to the program) and will have access to a wide array of student programs and resources within Promesa Public Schools that will be maximized for students and families. With the exception of requested items delineated in the budget narrative, EAPrep will provide items such as, but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, math and science lab supplies, software, text books, etc.

Leveraging Resources and Partnerships: During the design and conceptualization of **Project CLASS**, EAPrep and partners developed plans to leverage and coordinate resources in support of the program throughout the life of the grant. EAPrep and partners will bring multiple resources to the program (at no cost to the grant) which can be leveraged including, but not limited to, use of facilities and utilities, administrative and organizational support, staff time, educational resources, etc. Additionally, key service providers were strategically selected for their expertise and experience that increase the capacity of **Project CLASS** to continue offering services to students and that can be leveraged to support programming. Service providers include: Sylvan Learning Center: academic support; • Capoeira, Kids Kitchen, Game on Sports, It's Time Texas: Health and Wellness, Nutrition, Fitness, Dance; • Bits, Bytes & Bots, Snapology, Austin Thinkery, Mad Science, Creative Brick Builders: STEM activities; • Young Rembrandts, Hideout Theater, Leap of Joy, 4Reelz School of Film: Fine Arts programming. In addition to contracted services, several partners have agreed to supplement their contractual services with in-kind support and resources to sustain **Project CLASS** programming. EAPrep will also utilize TEA state-level resources which assist programs to implement sustainability strategies.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Coordination of Efforts for Effective Use of Resources: EAPrep, the Boys & Girls Club of Austin, and Southwest Key Programs are committed to ensuring the success and sustainability of **Project CLASS** through the effective coordination of available public resources from federal, state, and local programs to supplement ACE programming and vice versa. During the planning and development of this program, the **Project CLASS** planning team (consisting of representatives of partnering agency, Principal, and educators) assessed current funding streams to identify leveraged in-kind support to add-value to the program while overall benefiting students and parents. Serving as the lead agency, EAPrep receives federal funding through Title I, Title II, Title III, Title IV, and IDEA grants, state general funds, and grants from private corporations including Walmart and Wells Fargo, Capital One Bank, and BB&T bank foundations. EAPrep also receives federal funding from the U.S. Department of Education through a Full Service Community Schools (FSCS) grant which focuses on building partnerships between the school and its community. Funding supports the integration of academics, youth development, family support, health and social services, and community development. Resources resulting from these funding sources including, but not limited to, student and parent activities, administrative support, security, janitorial, support staff, teachers, facilities, utilities, classroom space, equipment, technology, library, educational materials and supplies, computers, etc., will be coordinated and leveraged to supplement **Project CLASS** programming.

Project CLASS is also part of a larger community initiative known as the East Austin Children's Promise (Children's Promise), an ambitious neighborhood revitalization and community development effort to improve this impoverished East Austin community and enhance the lives of its residents through numerous education, social, employment, health, and well-being programs. Both EAPrep and Children's Promise are housed on the campus of partnering agency, national non-profit Southwest Key Programs. This campus includes a 30,000 square-foot state-of-the-art 21st century community facility that is also home to the Boys & Girls Club, adult education, GED and ESL classes, and the AMD Community Technology Center as well as a 20,000 square-foot Social Enterprise Complex which serves as a venue for jobs skills training, workforce development, and job creation. Located on this campus, **Project CLASS** will utilize these facilities, an amphitheater, community meeting rooms, playgrounds, basketball courts, and a walking trail to maximize resources. **Project CLASS** participants and families will also have access to educational, social, employment, and health and well-being resources as well as access to community-wide events hosted at Southwest Key's facilities. Southwest Key will provide use of all its facilities, classrooms, and programming resources at no-cost to the grant. **Approximately \$82,000 in resources and in-kind support will be used to leverage 21st CCLC funds. All resources will supplement, not supplant local, state, or federal expenditures or activities.**

To further ensure the most effective use of public resources, **Project CLASS** program administration will be located at EAPrep's Elementary campus, maximizing resources and services available and giving the program use of computer labs, libraries, gymnasium, SMARTboards, math and science lab supplies, software, text books, etc. This configuration will also allow the Project Director to coordinate access to a variety of partner organization services being provided at Southwest Key's community-facility. Additionally, EAPrep's Superintendent, Principal, Human Resources, Accounting Department, and Business Manager will provide oversight and support to the program at no cost to the grant. Further, with the exception of requested items delineated in the budget narrative, EAPrep will provide items such as, but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, math and science lab supplies, software, text books, etc. Finally, to further utilize and leverage public resource, EAPrep has enlisted the support of contract providers as partners for their ongoing support, collaboration, organizational foundation, resources, expertise, knowledge, skills, experience and leadership in delivering a wide range of academic, literacy, behavioral, and enrichment programs. In coordination with other federally funded activities, each partner will have a unique role in supporting and delivering academic strategies and enrichment activities during and after-school, weekend, and summer programming. Partners include: • Boys & Girls Club: enrichment, recreational, social-emotional learning; • Sylvan Learning Center: academic support; • Capoeira, Kids Kitchen, Game on Sports, It's Time Texas: Health and Wellness, Nutrition, Fitness, Dance; • Bits, Bytes & Bots, Snapology, Austin Thinkery, Mad Science, Creative Brick Builders: STEM activities; • Young Rembrandts, Hideout Theater, Leap of Joy, 4Reelz School of Film: Fine Arts programming. In addition to contracted services, partners will offer in-kind support to supplement **Project CLASS** programming. Partners will also contribute specialized equipment, supplies, and materials to support activities to be validated in a MOA upon contract award.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227824

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	East Austin College Prep 6002 Jain Lane Austin, Texas, 78721		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	227824001				
	Cost per student	\$999				
	"Regular" student target (to be served 45 days or more annually):		150	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					

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	9-digit campus ID number			
	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 227824			Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
	Center 5	Name and physical address of center site:		The campus is (check all that apply):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		
9-digit campus ID number:			Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
Cost per student		\$		
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name				
9-digit campus ID number				
Estimated transportation time				
Center 6		Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			

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Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 227824				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
	Center 8	Name and physical address of center site:		The campus is (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2	
Campus name				Feeder school #3	
9-digit campus ID number					
Estimated transportation time					
Center 9		Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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	9-digit campus ID number			
	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 227824			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student \$		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
			Feeder school #1 Feeder school #2 Feeder school #3	
	Campus name:			
	9-digit campus ID number			
	Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management Plan: Promesa Public Schools, a charter system/local education agency, will be the lead and fiscal agent of **Project CLASS** with support of partners Boys & Girls Club of Austin and Southwest Key Programs. East Austin College Prep (EAPrep) Elementary will serve as the **Project CLASS** Center site. With experience in overseeing multiple federally-funded USDOE educational grants, two ACE Programs (elementary and secondary sites) and numerous state grants (Title I-IV, IDEA, etc), Promesa Public Schools and EAPrep are well adept at managing large educational programs, coordinating service delivery, and adhering to federal and state requirements while providing high-quality programming. **Meeting Program Objectives/Service Targets:** EAPrep has established a comprehensive management plan that will include all necessary management elements and control functions to ensure an efficient program. Building upon EAPrep's extensive experience, leadership, and knowledge, **Project CLASS** will incorporate all essential control functions and oversight to ensure effective implementation including on-going planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. Functions will ensure delivery of accessible, quality, coordinated, age-appropriate, culturally relevant instructional services to participants. This highly coordinated plan will help **Project CLASS** meet Texas ACE objectives to improve: • Academic Performance; • School Day Attendance; • Positive Behavior; and • Grade Promotion Rates. **Management/Supervision:** Superintendent Jaime Huerta will provide district oversight of **Project CLASS**. Mr. Huerta is a highly experienced and qualified leader with over 20 years of experience in overseeing after school and educational grant programs of similar size and nature. Mr. Huerta will provide program supervision, support, and guidance at no cost to the project. To maintain accountability, relationships, and ensure full implementation of the program, Mr. Huerta will work closely with key partners, EAPrep's School Principal and Business Manager (at no cost to grant), and **Project CLASS** Project Director and Family Engagement Specialist in program development, implementation, and monitoring. **Project CLASS** will be directly supervised by an experienced, full-time Project Director, Ms. Genesis Rios. Ms. Rios has successfully overseen EAPrep's Cycle 8 ACE Program for the past several years and has over 10 years of experience in operating after school and other programs for at-risk youth as well as managing federal and state educational programs including ACE programs with budgets of this magnitude. The Superintendent and Project Director will provide the overall leadership and oversight to ensure high-quality programming is provided. As **Project CLASS** serves one center, the Project Director will also provide Site Coordinator duties, maintaining direct oversight of Center operations and programming. One (1) Family Engagement Specialist will be responsible for planning, coordinating, and implementing culturally relevant family programming at the Center. **Program Monitoring and Communication:** The Project Director will establish a timeline to ensure timely implementation of program services and achievement of outcomes. To maintain accountability and to ensure the program is being effective and efficient, the Project Director will maintain a high level of open and clear communication, working closely with staff, educators, and stakeholders. The Project Director, **Project CLASS** staff, and partners will meet monthly to review timeline, outcomes, and campus level data to guide effective decision-making and assess program progress, accomplishments, challenges, and areas needing immediate attention. When milestones are not met, the teams will develop an action plan. The **Project CLASS Advisory Council (PCAC)** will meet monthly and play a critical role in program implementation, coordination, continuous improvement, and sustainability of **Project CLASS**. Staff, partners, and service providers will email the Project Director weekly regarding service progress and challenges. **Center Operations:** **Project CLASS** will be hosted at EAPrep Elementary school in Austin, Texas, serving 150 students in grades preK-6 and 50 parents. **Daily After School Year Schedule:** During the regular school year, ACE services will be implemented for 3 hours per day, Monday – Friday (15 hours/week) for 30 weeks, including one monthly Saturday Institute (2 – 4 hours). Fall 2018 activities will begin September 4, 2018, through December 20, 2018. Spring 2019 activities will continue on January 23, 2019, through May 31, 2019. The program will not operate during school holidays, the Winter Break, or Spring Break. **Summer Schedule:** **Project CLASS** will also provide a **STEAM Summer Institute** for 6 weeks from June 17, 2019 – July 26, 2019, Monday-Thursday for 4 hours per day (16 hours/week). **Budget Plan and Fiscal Monitoring:** The proposed budget plan was developed in accordance with TEA's Texas 21st CCLC Program Guidelines. EAPrep and partners are requesting a reasonable amount of funding necessary to: 1) meet program objectives and student service targets; and 2) meet grant requirements without exceeding the maximum amount allowed per budget component. Budget items are reasonable and necessary to carry out project objectives and activities. **ACE funds will supplement, not supplant, programs and services provided with local or state funds.** The Project Director will also work with its Accounting Department to track and oversee project expenditures, including regular meetings with Accounting Department to review actual expenditures against proposed costs and to implement program revisions, as needed, to maximize resources.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Evaluation Plan: EAPrep will work with an independent external evaluator to conduct a comprehensive annual evaluation to assess the effectiveness of **Project CLASS** activities and measure the progress toward program goals. Each year a formative and summative evaluation will be implemented based on the processes outlined in the Texas ACE Blueprint. **Formative evaluation** will focus on addressing whether or not project activities are being implemented as designed and whether the project is making progress toward achieving Texas ACE objectives to improve the following: • Academic Performance, • School Day Attendance, • Positive Behavior, and • Grade Promotion Rates and on-time advancement to the next grade level. Formative data will be useful in analyzing current data, learning materials, student learning achievements, and effectiveness of program activities and services. In addition to the performance measures referenced above, a **summative evaluation** will determine whether or not **Project CLASS** brings about the following impacts: • increased utilization of school sites beyond "normal" school hours in a safe environment; • reduced numbers of unsupervised children in afternoons, on weekends and in the summer; • reduced actual and/or potential numbers of students engaging in drug abuse activities, in juvenile crime, and disciplinary incidents; • raised student academic skill levels and performance on standardized tests (STAAR) through aggressive on-going student academic supports in alignment with the school day and which target student academic needs; and • increased parental involvement.

Data Collection: A variety of methods will be used by the external evaluator to gather both **qualitative and quantitative data** for the **formative and summative evaluation** based on the processes outlined in the Texas ACE Blueprint and in compliance with FERPA including: • activity logs completed by staff and volunteers (daily); • annual surveys of participating students, parents, teachers, partners, school staff and project staff containing both closed-ended items and open-ended questions (annually); • focus groups to achieve consensus regarding issues of concern (annually); • comparison of pre-post records of participating students performance in reference to attendance patterns, course grades, grade promotion, and internal behavioral and disciplinary actions (annually); • formal and informal observations by project staff, teachers, partners, and school administrators (quarterly); • types of student programs, teachers' professional development activities, and adult training activities (weekly); • type of curriculum utilized (weekly); • student and parent participation logs (weekly); • professional development activities including who attended, how frequent, relevant topics and competencies gained (annually); • number of students served (weekly); • and other related program data to measure performance targets. The external evaluator will also assess program effectiveness on student achievement results by analyzing student-level academic data including, but not limited to: student grades; annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; promotion records; etc. The evaluator will conduct data analysis quarterly to assess program strengths and weaknesses and make timely recommendations for program modifications, as needed. Annual evaluation data will be compared to baseline data for each performance measure. Pre- and post-program surveys will be administered to teachers, students, and parents to collect baseline data (pre-survey) compared to post-program results, assessing the extent to which activities were successful in achieving proposed performance measures. EAPrep will adhere to Texas 21st system data reporting requirements.

Using Program Evaluation Results to Improve Program Operations and Quality: EAPrep and **Project CLASS** staff will use evaluation findings to refine, improve, and strengthen the program. The evaluator will analyze data on a quarterly basis to yield timely feedback to Site Coordinators and the Project Director as a resource in data-driven decision-making. Ongoing formative evaluation will ensure each Center effectively achieves its goals and measurable objectives in a timely manner. When problems or issues are identified, the evaluator will immediately meet with the Project Director, Site Coordinators, and Principals to discuss recommendations and develop a formal plan of action to resolve or alter the service delivery for continuous improvement. The evaluator will conduct quarterly reviews and produce reports for EAPrep Administrators (Superintendent, Principals) and ACE Project Director. Evaluation data, reports, and evaluator recommendations will be used by Project Director to support future data-driven program decisions. EAPrep will submit a summary of the independent evaluation report to TEA no later than **July 31st** of each year.

Identifying and Correcting Problems in Service Delivery: To further support continuous improvement and program compliance with Texas ACE objectives, the Project Director will meet with the ACE team weekly to assess weekly progress and challenges and solicit feedback, ideas, and input into program operation. In the event that deficiencies, issues, barriers, or problems are identified that may hinder program success or compliance, information will be shared between ACE Program staff and school administrators (Superintendent, Principals) and an action plan to address the areas will be developed. Changes will be documented and communicated to administrative staff, teachers, students, and parents through emails, hard copy letters/memos, and/or announcements at ACE Program activities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 227824			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227824			Amendment number (for amendments only):	
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227824			Amendment number (for amendments only):	
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227824			Amendment number (for amendments only):	
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227824

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227824			Amendment number (for amendments only):	
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227824			Amendment number (for amendments only):	
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 227824		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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